

**2019 POLICE SERGEANT
PROMOTIONAL TEST GUIDE**

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INTRODUCTION

Overview of Examination

This test guide is designed to assist you in your preparation for the 2019 Police Sergeant Promotional Examination. This guide will provide information about each exam phase including test format, test administration plans, and test scoring procedures. Additionally, this guide will offer study tips and test-taking techniques.

Applications to take the 2019 Police Sergeant Exam must be submitted online at the Commission's website during the filing period of July 1 through July 31, 2019. Candidates who apply, have the qualifying experience (at least three years of continuous accredited service as a permanent appointee in the class of Columbus Police Officer immediately prior to the date of the first phase of the examination), and are in possession of a valid motor vehicle operator's license will be invited to test.

The examination consists of four phases:

- Phase I: Open-Book Multiple Choice Examination - September 17, 2019
- Phase II: Closed-Book Multiple Choice Examination - September 17, 2019
- Phase III: Written Work Sample Examination - September 19, 2019
- Phase IV: Oral Board Examination - the week of November 4, 2019

The examination dates, listed above, have been scheduled. However, unforeseen events may cause the dates to change. Such changes will be announced in the City of Columbus Division of Police (CPD) Daily Bulletin, on the Civil Service Commission (CSC) website at www.columbus.gov/civilservice/, and/or in the admission notices to candidates.

All Police Sergeant Exam information sessions, appeals, clerical review, and test administrations are scheduled to be administered at the CSC Testing Center located at **OUR NEW LOCATION at 1111 East Broad St.** However, the test location for the first three phases may change due to capacity concerns. Be attentive to your test notice for the correct location. You are advised to arrive at the test site at least fifteen minutes prior to the beginning of each phase of the examination. Instructions on parking and entry to the building will be provided in your test admission notice.

Each phase of the examination will be weighted 25% percent of the total exam score. Seniority points will only be added to passing scores.

These examinations are designed on the basis of information obtained from a job analysis of the Police Sergeant job classification. The job analysis provides a description of the duties performed by Columbus Police Sergeants and identifies the knowledge, skills, and abilities required to effectively perform the job.

Information Sessions

Prior to the administration of this examination, the CSC will hold information sessions to inform candidates about the examination process. The information sessions are

optional, but all applicants are advised to attend one. The same information will be covered at each session.

The information sessions are scheduled for August 13 at 2:00 p.m. and August 15 at 8:00 a.m. These sessions will be held at **1111 East Broad St.** in the CSC Testing Center. Please bring your city identification for ease of admission to the building. Signs will direct you to the room where the information sessions will be held.

PHASE I – OPEN-BOOK MULTIPLE-CHOICE EXAMINATION

You must bring your valid Ohio driver's license to Phase I of the exam to verify that you meet this portion of the minimum qualifications for the position. The first phase of the examination will be an open-book multiple-choice exam. This part of the exam uses a multiple-choice format. It is designed to test knowledge that does not require memorization but can be retrieved from source materials.

The questions on this phase of the exam will be derived from the sources included on the reading list. There will be 50 to 60 questions on this phase. Candidates will record responses on a scan-enabled answer sheet, and only responses on that sheet will be scored.

You will be permitted to use all the sources on the reading list during this exam. You must bring your own printed copies of the sources to this exam. You may not share sources during the examination. Sources will be subject to inspection at the test site to ensure that no additional summary pages or materials have been added.

PHASE II – CLOSED-BOOK MULTIPLE-CHOICE EXAMINATION

The second phase of the examination will be a closed-book multiple-choice exam. This part of the exam uses a multiple-choice format designed to test knowledge that is taken from memory without the option to reference source materials. You will not be permitted to use any of the sources on the reading list for this phase. Phase II of the exam will be given the same day as Phase I.

The questions on Phase II will be derived from the sources included on the reading list. There will be 50 to 60 questions on this phase. Candidates will record responses on a scan-enabled answer sheet, and only responses on that sheet will be scored.

MULTIPLE-CHOICE TEST-TAKING SKILLS

Marking the Answer Sheet

All of the questions on the open- and closed-book portions of the examination are in a multiple-choice format. You are to mark your answers (A, B, C, etc.) on separate scan-enabled answer sheets, which you will be given during the examination. The answer sheets will be scored by machine, so it is important that you follow marking instructions carefully.

When you use the answer sheets during the examination, follow these instructions:

1. Make good **dark** marks that completely fill in the circle for the alternative that you believe is the best response.
2. Use only the **#2 pencils** you will be given during the examination. Do **not** use felt-tip or any other pens.
3. Make one, and only one, mark for each question.
4. To change an answer, fully erase the answer you intend to change then mark your new answer. **Completely** erase any changed answers.
5. Frequently check that the question number in the test booklet corresponds with the number of the space you are marking on the answer sheets.
6. Follow the test monitor's instructions carefully for marking your Identification Number on the answer sheet.
7. Although you **are** permitted and encouraged to mark in the test booklet, your score will be based **only** on the answers that are correctly recorded on the answer sheets.

Test Taking Strategies

The following test-taking strategies may be helpful to you when taking the multiple-choice tests:

1. Make sure that you listen to the verbal and read the written directions carefully.
2. Make sure you know how to mark the separate answer sheet correctly.
3. Make sure you know how much time you have to complete the examination.
4. Read each question carefully. Try to answer the question before you look at the answers provided. If you know the answer, compare your answer to the available choices and pick the closest alternative.
5. If you don't know what the answer is to a question before looking at the alternatives, first eliminate those choices that are clearly wrong. This makes the chance of picking the correct answer better. After eliminating these obviously wrong answers, pick the

best alternative from those that are left. You might mark the question, come back to it, and change the answer later.

6. Don't be afraid to go with the first answer that comes to your mind. Often, first instincts are correct.
7. Answer the easy questions first and then go back to the harder ones so that you do not spend too much time on any one item.
8. Answer every question, even if you must guess. The final raw score is equal to the total number of correct responses.
9. Find clue words. Words such as **all**, **only**, **none**, **every**, **must**, **require** and **never** harden the meaning of the sentence by indicating that there are no exceptions. As a general rule, alternatives with these words have a lesser chance of being correct. Words such as **some**, **sometimes**, **may**, **generally**, and **possibly** soften the meaning of a statement and leave more room for an alternative to be correct.
10. Be careful not to be misled by alternatives that are only partially true, or only true if certain conditions are present and such conditions are not presented in the question.
11. When reading test questions, you may mark in the test booklet. Here are some suggestions.
 - a. Use slash marks (/) to break up sentences into smaller segments. This will help you focus on each piece of information.
 - b. Circle key words that tell what the sentence is all about. This will help you get an understanding of the sentence and will make it easier if you have to find an answer.
 - c. Underline or highlight words that harden or soften the meaning.
 - d. Put marks next to each alternative (e. g., "g" = "clearly a good answer", "x" = "clearly a bad answer"). If you have to re-read the question or answers, this will save time.
12. Since writing in the test booklet is permitted, circle or mark the answer you selected and recorded on the answer sheet. This will help if you have time to review your responses and during the subsequent appeals period.
13. If you have time, go back and look at every question and answer. Make any changes on your answer sheet that are necessary.
14. Remember, test monitors are there to assist with procedures and to help you perform to the best of your ability. If you have any questions, ask for assistance before the examination begins or whenever a question arises. Monitors can answer questions about exam procedure and clarify instructions but may not answer questions about exam content.

15. With approximately 50 to 60 questions on the open-book and on the closed-book exams, you may want to pace yourself and leave time to go back and check your work. This is especially important on the open-book exam. The time allotted is likely not enough to look up and confirm every answer. Thus, pacing yourself during the open-book exam is critical.
16. The test questions and keyed responses are developed using the source materials on the reading list. The CSC and the SMEs make great efforts to develop test material that match the job, but in the event there are discrepancies between practices performed on the job and the practices as stated in the source, the keyed response will reflect the source.

Error Analysis

There are several possible reasons for choosing an incorrect response. Practice test booklets are available at the local library or through bookstores. Taking practice tests and then analyzing your performance may help you identify your test-taking strengths and weaknesses. The following are six possible reasons for incorrectly answering a question along with possible methods of avoiding those errors:

1. You have accidentally marked the wrong space on the answer sheet. Since there are a limited number of questions on the exam, careless errors such as these are costly. Check each answer choice on the answer sheet to ensure you are marking the answer you have chosen. As an additional check, after you complete the exam, go back over every question and make sure the answers match.
2. You have misread a question or answer by overlooking a key word or phrase. The solution to this problem is **UNDERLINING/HIGHLIGHTING**. Underlining or highlighting makes those key words and phrases stand out when choosing an answer. Once you have underlined/highlighted the key words and phrases, check the details of the possible answers with the details you underlined/highlighted, one by one. If every detail doesn't match, consider that answer suspect and try another. **Always keep in mind that you are looking for the best answer of the choices listed.**
3. You do not know the meaning of one or more key terms. This could be a problem in **PREPARATION** and/or **VOCABULARY**. Underline or highlight key terms and make sure you know what they mean as part of your study process. If an unfamiliar term is a technical term, it most likely will be defined in the sources. If an unfamiliar term is not a technical term, go to a dictionary and look it up. It is a good idea to build your own glossary of terms and their meanings as a part of your test preparation.
4. You may have been unable to distinguish the important and unimportant parts of a question because it was complicated or difficult to understand. These are the questions you should skip until the end of the test. These are the questions on which you should use the slash mark technique discussed earlier. Use slash marks to break up the material into small segments, and then concentrate on one segment at a time. When you go back to these questions first read the possible answers before reading the question. This tells you what to concentrate on while reading the

question. Read for the general meaning and do not get bogged down by individual words or phrases you do not understand.

5. You may miss a question because you are simply not used to comparing combinations of information. This is a problem of re-arranging information in the correct way so that it makes sense. Underline or highlight critical pieces of information and then compare the information with the possible answers point by point. Also, concentrate on eliminating the wrong answers first.
6. You may have selected an answer that “looked good.” There are a number of factors that can cause you to fall for incorrect answers that look good.
 - a. An incorrect answer may contain an exact phrase from the question.
 - b. An incorrect answer may contain a phrase or sentence that is used out of context. For example, an idea, which is expressed but then rejected, may be presented as an idea that was supported in the question.
 - c. An incorrect answer may overstate what the question has stated. For example, if the question says, “Some officers,” the incorrect answer may say, “All officers.”

Listed below are some specific strategies for avoiding the tendency to fall for incorrect answers that look good.

- a. Have an answer in mind before you look over the alternatives. This will make you less susceptible to choosing an answer that looks good.
- b. Do not forget to use the method of marking each alternative to indicate what you think about it (e.g. bad, good, or possible) before choosing one.
- c. Stick strictly to the facts of the question and do not fall for answers that stretch or exaggerate the facts described in the test question. This is the time to watch out for words that harden or soften a phrase. Examples of words that harden a phrase include: only, never, always, must, require, whenever, all, etc. Examples of words that soften a phrase include: may, sometimes, could, usually, should, normally, etc.

MULTIPLE-CHOICE APPEAL PROCEDURES

The multiple-choice examinations will be subject to a one-round appeal process. The appeal process allows you the opportunity to challenge the identified keyed response(s) for test question(s). Any upheld appeal will change the key for all candidates. The dates of the appeals are September 18 and 20 from 9:00 a.m. to 4:00 p.m. and September 19 from 2:00 p.m. to 5:00 p.m. If there are two written work sample sessions held on September 19, then the first appeals session will be from 8:00 a.m. to 11:00 a.m. and the second appeals session will be from 2:00 p.m. to 5:00 p.m. In the one-round appeal process, candidate appeals will be anonymous and will be reviewed by subject matter experts (SMEs). The SMEs will be drawn from the CPD and will be at least at the rank of Police Sergeant. The SMEs will make recommendations as to the merit of each appeal. If an appeal is upheld, it will result in that item being either deleted or re-keyed for all candidates taking the exam. All decisions will be final.

You will be permitted to mark your answers in your test booklets during the test for later use during the appeal period. During the appeals process, you will be permitted to review your test booklet, but **not** your scanned answer sheet. Therefore, marking your answers in your test booklet during the exam will allow you to review your responses during the appeal process. These markings are **solely** for your own use. The official computer answer sheets are the **only** documents that will be used to determine your raw scores.

You will be permitted to submit appeals on Phases I and II during the three-day period following the Phases I and II test administration. On appeal days you will be provided with the answer keys and your own test booklets. Candidates must bring their own source material to reference for appeals, and are strictly prohibited from writing in those source materials or from removing any test materials (original, machine-copied, or hand-copied notes) from the appeal site. Candidates are not permitted to have conversations with other candidates while attending appeals.

Cell phones, computers, and any other electronic devices are **prohibited** from use in the appeal room. Candidates who bring these electronic devices to appeals will be asked to secure them with a monitor. Only exam candidates are permitted in the appeals room: **no** adult family or friends.

Basis of Appeals: Candidates must indicate the basis on which the appeal is being filed. Appeals which are ambiguous, do not refer to one of the four reasons listed below, or are unsubstantiated, may be summarily dismissed. For each appeal submitted, candidates must clearly indicate the reason the appeal is being filed and explain the rationale. An item may be appealed for one of the following reasons **only**:

1. No correct alternative: The appellant must specify the reason the keyed alternative is incorrect.
2. Multiple equally correct alternatives: The appellant must demonstrate that an un-keyed alternative is at least as proper as the keyed alternative.
3. Item is not contained in a source on the reading list: The appellant must demonstrate that the item was based on reference material **not** contained in a source on the reading list.
4. Incorrectly keyed alternative: The appellant must demonstrate that the keyed alternative is incorrect and a different alternative is correct.

Resolution of Appeals

SMEs will review the appeals and make recommendations based upon the merit(s) of the appeal(s). There must be a consensus among the SMEs in order to delete or re-key an exam question. Generally, the recommendation(s) made by the SMEs will be followed; however, the CSC does retain the right to make the final decision. Typically, test items for which appeals are granted as a result of reasons 1 to 3 will be deleted from the exam. If an appeal is granted on the basis of an incorrectly keyed alternative, the key will be corrected. Appeal outcomes will be applied to all candidates, and the results will be made available to all candidates during the clerical review.

PHASE III – WRITTEN WORK SAMPLE EXAMINATION

Each element of the written work sample is designed to assess various knowledge, skills, and abilities deemed necessary to be an effective Police Sergeant. The written work sample examination will consist of a series of situations or problems typical of issues a Columbus Police Sergeant might face on the job. Candidates may be asked to describe how they would handle each problem, issue, or situation. Candidates may be required to complete or review a letter, a memo, an outline, and/or other written work product. The situation may require a brief description of actions to be taken or call for a detailed plan of action. Candidates will be given a limited amount of time to complete this phase of the test.

In addition to the sources on the reading list, candidates will be permitted to bring a dictionary to the written work sample exam. Electronic dictionaries, however, are **not** permitted. All candidates must bring their own copies of the reading list sources to the exam. Candidates may **not** share sources or dictionaries during the examination. All sources will be subject to inspection at the test site to ensure that no additional summary pages have been added. The use of tabs, highlighting, underlining, and notes in the margins are allowed.

Scoring of the written work sample exam will utilize a check-off type answer key. CSC analysts will work closely with SMEs in the CPD to create the check-off key. The scoring key may include negative point values (e.g., in cases where responses violate Division policy). Where possible, SMEs and analysts will identify the knowledge source from which each keyed response was derived. Some of the keyed responses will be based upon SME input describing best and/or common practices in response to the written work sample items. During the grading process for the Police Sergeant exam, candidates' responses will be compared to the answers identified on the key. Two CSC analysts will grade each candidate's exam separately. After this initial grading, the score sheets will be compared response number by response number. If there are any response numbers where one grader gave credit and the other grader did not give credit, then this response number will be scored by a third grader. Credit for response numbers will be determined on a two-out-of-three basis.

Clerical Review/Limited Appeals

You will be given an opportunity to participate in a clerical review process for the written work sample. During the clerical review, you may check the accuracy of the scoring process. You may petition for a review of a response that you provided in the event you believe your response is consistent with the key but was not acknowledged with an awarded point(s). Points awarded to you as a result of the clerical review will only impact your score.

At the same time as the clerical review, a limited appeal process for the written work sample component will be implemented. The appeal process allows you the opportunity to challenge keyed responses. If you believe that you have identified that an answer on the key is critically flawed, you may submit an appeal. If the appeal is upheld, the keyed response will be deleted for all candidates. If a keyed response is removed from the

written work sample exam, it may cause originally reported scores to be lowered. Clerical review petitions and appeals shall be submitted in writing and anonymously, that is, identified by candidate identification number only. Cell phones, computers, and any other electronic devices are **prohibited** from use in the appeals/clerical review room. Candidates who bring these electronic devices to appeals will be asked to secure them with a monitor. Candidates may not work in groups and will not be permitted to talk with other candidates during this time.

Internal SMEs, at the rank of Police Sergeant or above, will conduct the petition reviews and determine whether points will be awarded based upon the petitions filed. SMEs will also review the appeals. The CSC Executive Director reserves the right to make all final decisions on appeals and clerical review petitions.

During the clerical review, you will also have an opportunity to check the accuracy of the scoring of your multiple-choice exams answer sheets. In the event your tally of the total score does not match the total score recorded by the Commission, you should inform a staff member immediately to have the discrepancy verified and corrected. It is during this review that you will have an opportunity to see the results of the multiple-choice appeals.

The clerical review is scheduled for October 24, 25, 28, and 29, 2019 from 9:00 a.m. to 4:00 p.m. at 1111 East Broad St., the CSC Testing Center. Remember that the review period is subject to change and any change will be announced on the CSC website and/or in email notices sent to candidates.

PHASE IV – ORAL EXAMINATION

The last phase of the promotional examination is the oral exam; this phase consists of two oral exercises. This exam will be administered one full day during the week of November 4, 2019; the exact date has not been determined at this time. Candidates will be given two exercises for which they must present solutions. Candidates will be given a set amount of time in which to prepare responses for the exercises. The allotted response time for the Police Sergeant exam will be approximately eight to ten minutes for each exercise. The exact exam response times have not been determined. Candidates will be sequestered either before or after their examination.

You will be given 60 minutes of preparation time to plan your responses to the two oral board exercises. You may bring reading list source materials to the test site for this exam phase, but extra note pages will not be permitted. This preparation will be done in a preparation room apart from the rooms in which the oral exercises will be held. The assessors will not observe candidates during this preparation time. You will be given the oral exercises at the beginning of your preparation period. During the preparation time, you may generate notes to use during the actual exercises. When you complete your preparation time, you will bring the printed exercises with you and any notes that you generated; however, your source materials will be held in another location for your retrieval after the exercises are completed.

At the appropriate time, a test monitor will bring you to your first exercise room. You will be seated when addressing the role-player(s) or interviewer(s) during the exercises. Three video cameras will be activated to record your response. For each exercise, you will interact with up to three role-players or interviewers. The oral board exercise will **not** be scored during test administration and role-players will **not** score the exercise in which they served as a role-player. Candidates' performances will be recorded via digital video and those videos will be viewed for scoring. Only your responses recorded during the eight to ten minute test time will be considered for grading. The assessors, when conducting evaluations, will not consider any notes the candidates prepare or use during the oral exercises. Please be aware, the role-players or interviewers may take notes during the presentations.

Oral board exercises may consist of role-play scenarios, structured interviews, presentations, or a combination of these. For role-play exercises, candidates will be expected to respond as if they currently hold the rank of Police Sergeant with the CPD. For role-play type exercises, the role-players may play the roles of civilians, subordinates, peers, superiors, or others with whom the candidates are expected to interact in the given situation. For a structured interview, an interviewer will ask each candidate a series of questions, and the candidate is expected to respond. For a presentation, candidates will be given a topic or problem and asked to present their ideas or solutions. Follow-up questions, not given to the candidate during the preparation period, may be asked of candidates for any of the three types of exercises. Additionally, the types of exercises may be combined into one exercise response. Instructions provided during your preparation period will inform you of the type of exercise and the amount of time allotted to complete the exercise and any sub-components of the exercise. Test monitors, role-players, or interviewers will provide time markers as indicated in the exercise materials. Additionally, candidates may bring silent timers or watches that cannot be used to communicate outside the test rooms. For example, a silent egg timer or analog watch is acceptable.

Candidates' presentations should be complete, concise, demonstrate a thorough awareness of the issues and result in sound resolutions to the problems. Candidates will be evaluated on any four of six dimensions per exercise: 1) Oral Communication, 2) Command Presence, 3) Interpersonal Relations, 4) Supervision, 5) Problem Analysis and 6) Problem Resolution. Descriptions of these dimensions and examples of performance follow. The examples of effective and ineffective performance that follow are not universal and may only apply to some of the oral board exercises.

Oral Communication

Oral Communication has two basic components: 1) the ability to make one's thoughts or ideas understood by others and 2) the ability to understand thoughts or ideas expressed by others.

Oral Communication involves the ability to organize thoughts and express them in a clear and logical manner, to comprehend another's meaning, and to use appropriate vocabulary and correct grammar in oral expression. Oral communication also involves the ability to listen and accurately comprehend what others are saying or asking. Candidates who speak distinctly and at an appropriate pace, enunciating clearly to the oral board members, are better able to communicate their ideas than candidates who rush or mumble. Candidates who do not carefully listen to others run the risk of misinterpreting information. Candidates whose answers are unfocused and rambling present themselves as being confused and unable to comprehend or convey the information presented.

Outlining during preparation is one strategy that can help to enhance a candidate's organization of thoughts. Thoughts and ideas will generally come across more clearly if they have been organized on paper. An outline can be very useful for generating oral responses to the scenarios.

Examples of Effective Performance:

- Verbalizes a well thought-out plan of action
- Presents an organized, detailed outline of steps to gain control of the situation
- Expresses ideas clearly and concisely
- Uses active listening to demonstrate understanding of the material presented orally in the role-play and follow-up questions
- Answers questions completely and precisely
- Uses body language, gestures, and tone of voice to support message

Examples of Ineffective Performance:

- Presents a confused or unclear plan of action
- Voices ideas randomly and/or several at a time
- Fails to answer questions asked by raters
- Only responds to portions of questions
- Contradicts self or previous statements
- Talks too long to make point; rambles
- Repeats the same information again and again
- Uses words that distract from the message (i.e. 'uh, 'you know')
- Uses non-verbal actions that distract from the message (i.e. tapping pen)

Command Presence

Command Presence involves the ability to portray oneself as a person in authority and someone who is to be trusted and respected. On the emergency scene, it is an individual's ability to exhibit self-control while in the face of enormous challenges, even when one is not formally assigned a leadership role. In the non-emergency environment, it is when an individual presents him/herself as someone in charge.

Candidates who possess effective command presence will be seen as knowledgeable, calm in the middle of chaos, inspirational, and motivational. A candidate should be able to bring order to the chaos on an emergency scene and be easily recognized and respected by everyone on the scene.

If a candidate lacks command presence, he/she is prone to lose the ability to effectively lead officers. Candidates lacking command presence are most likely to find themselves having the most difficulties confronting criminals on the street. Criminals size up officers and may carry out more felonious assaults against officers with ineffective command presence. Command presence is not to be confused with arrogance. Candidates who display command presence should remain humble and compassionate while displaying a professional and courteous demeanor. Command presence can be vital for the safety of officers, offenders, and bystanders.

The following are behaviors that candidates may exhibit that either improve or hinder their command presence.

Examples of Effective Performance:

- Assumes command of a situation in a strong authoritative way
- Expresses oneself as knowledgeable and professional
- Displays firm adherence to values and mission, despite challenges
- Remains calm in a stressful situation
- Exhibits confidence in one's abilities
- Uses eye-contact and tone to support clear message
- Posture is upright and shoulders are slightly back
- Speaks with a low, steady, deliberate pace

Examples of Ineffective Performance:

- Takes a passive approach in assuming command or avoids taking charge
- Is unfamiliar with what is within law, policy, or procedure when called upon
- Avoids and denies responsibility
- Neglects to take action when action is necessary
- Fidgets, rolls-eyes, sweats, shakes, hunches shoulders
- Voice is shaky or raises voice (yells)
- Uses lots of filler words such as 'uh,' 'you know'

Interpersonal Relations

Interpersonal Relations has two basic components: 1) the ability to work with peers, coworkers, and/or the public in a cooperative and constructive manner and 2) the ability to consider and respect the feelings, needs, and viewpoints of these groups.

Interpersonal Relations involves the ability to establish and maintain cooperative and constructive working relationships with peers, coworkers, and/or the public. Those candidates who are insensitive to the needs of others typically convey that insensitivity during the role-playing situations.

Candidates should be able to talk to others in a manner that is not demeaning or arrogant, thus establishing positive relationships during the sessions. Having effective interpersonal ability, however, does not mean being non-assertive or indecisive. Effective performance requires the demonstration of sensitivity along with the assertiveness necessary to function in the position.

Listed below are some examples of behaviors reflecting effective interpersonal relations that may be displayed in face-to-face situations:

1. Eliciting the input of others, particularly those individuals who may have trouble speaking up on their own;
2. Not interrupting;
3. Giving others full attention when they speak by listening to and looking at them;
4. Complimenting or giving credit to others for good ideas or performance;
5. Disagreeing with others in a non-threatening manner;
6. Offering support and assistance to individuals experiencing problems;
7. Focusing on ineffective behavior when discussing performance problems, rather than focusing on individual personality characteristics.

Examples of Effective Performance:

- Conveys empathy and respect
- Remains open and sensitive
- Asks questions and elicits information without being judgmental or condescending
- Initiates corrective action in a supportive, positive way
- Is dependable and reliable; Instills trust

Examples of Ineffective Performance:

- Approaches others with disdain or arrogance
- Asks questions in an accusatory tone
- Adopts a condescending attitude
- Offers little or no help in resolving the problem(s)
- Becomes defensive
- Initiates corrective action in a non-supportive, negative way
- Is impatient or easily frustrated
- Is dishonest, misleads, or is unrealistic

Supervision

Supervision involves the display of an appropriate interpersonal style in guiding subordinates toward task accomplishment by establishing and maintaining cooperative and constructive working relationships. Supervision also includes considering the feelings and needs of subordinates, respecting the views of subordinates, and providing counseling advice to subordinates when appropriate. Supervision may also include the ability to manage non-personnel resources to ensure that personnel has the tools and training needed to complete assigned tasks effectively.

Listed below are some examples of behaviors reflecting effective supervision that may be displayed in face-to-face situations:

1. Making expectations and goals clear;
2. Assigning subordinates work or goals that are challenging and reachable;
3. Making subordinates feel needed and highly valued;
4. Utilizing a teamwork approach to make decisions (i.e. asking subordinates for input if there is a better way to do things);
5. Counseling subordinates or creating a plan for a subordinate to improve performance;
6. Working to obtain the tools and resources needed to accomplish work-related tasks;
7. Providing follow-up with subordinates.

The examples of effective and ineffective performance from Interpersonal Relations apply to Supervision as well. The primary distinction is that Supervision relates to how candidates interact with subordinates, whereas Interpersonal Relations is limited to candidates' interactions with peers, coworkers, and/or members of the public.

Examples of Effective Performance:

- Conveys empathy and respect
- Remains open and sensitive
- Asks questions and elicits information without being judgmental or condescending
- Initiates corrective action in a supportive, positive way
- Provides clear and concise expectations, assignments and goals
- Determines resources needed to accomplish goals and endeavors to obtain such resources

Examples of Ineffective Performance:

- Sets goals that cannot be met
- Allows or justifies poor performance
- Does not offer training, resources or tools needed to accomplish tasks
- Approaches others with disdain or arrogance
- Asks questions in an accusatory tone
- Adopts a condescending attitude
- Offers little or no help in resolving problem(s)
- Becomes defensive
- Initiates corrective action in a non-supportive, negative way

Problem Analysis

Problem Analysis can be defined as having two basic components: 1) distinguishing relevant from irrelevant information and focusing on the relevant information when resolving problems or performing tasks, and 2) seeking out additional information that is needed to resolve problems or accomplish tasks.

Problem analysis includes the ability to research and gather information. It involves the ability to identify the problem and include all relevant information in the presentation. When preparing, candidates should consider all facts relating to the problem and should be able to distinguish important from unimportant information. Candidates should present a plan of action encompassing all important and accurate information from the exercises. Candidates should demonstrate a working knowledge of what is and what is not within policy. Those candidates who include trivial information in their presentation are wasting time and indicate to the oral board that they really do not understand the important aspects of a problem.

When presenting the problem or solution, candidates should be specific with regard to the reasons for the solutions they offer to the problems. Candidates who consider possible causes of the problem and address solutions based on the underlying causes will convey a clear understanding of the problem. Candidates who listen carefully to information related during the exercise and incorporate this information into their response will fare better than candidates who respond without carefully listening to the questions.

Outlining and underlining during preparation are two strategies that can help to enhance a candidate's analysis of the problem. Underlining the important parts of the exercise

description during preparation is one method that can help a candidate focus upon the important information. Outlining can help to organize available information and clarify what additional information is needed to make a sound decision.

Examples of Effective Performance:

- Considers all available information; does not stop at the first answers
- Asks questions designed to elicit additional information
- Looks at underlying as well as surface issues
- Disregards unimportant or irrelevant factors
- Sees hidden problems or sees hidden problems with various solutions
- Seeks additional information to understand the problem

Examples of Ineffective Performance:

- Recognizes only obvious concerns, but fails to include more subtle, relevant concerns
- Fails to consider all aspects of the situation
- Concentrates on unimportant or irrelevant details
- Fails to information from stakeholders
- Focuses on trivial information

Problem Resolution

The dimension of problem resolution has two basic components: 1) evaluating and considering the implications of alternative solutions to problems and issues, and 2) deciding on the implementation of a solution to a problem or issue.

Problem resolution involves the ability to critically evaluate possible solutions to a situation and formulate a logical implementation of an effective solution. Candidates who are able to evaluate alternative solutions to the problem will perform better than candidates who stick to only one possible solution or outcome. Candidates should take proper and realistic action in order to resolve the problem; examples might include providing coaching, mentoring, and disciplining the subordinate, as needed.

Candidates should convey their awareness of the implications of the solutions they propose. Candidates who only touch the surface of the problem and concentrate on easy solutions convey they do not fully comprehend the problem or the consequences of their actions.

The following guidelines or strategies may help enhance problem resolution skills:

1. Generate and consider alternative courses of action or solutions. When evaluating potential solutions to problems, candidates should consider the impact of each solution on all individuals who could be affected by the solution. This would include those individuals who decide on the solution, as well as those individuals who must implement, abide by, and enforce the solution.
2. Consider the short and long-range implications of decisions that are made, since some solutions may be beneficial only for the short term, while others may be more beneficial for the long term.

3. Take steps to minimize any potentially troublesome "side-effects" of the chosen solution.

Examples of Effective Performance:

- Thoroughly considers the problem
- Develops alternative approaches to deal with a problem
- Critically evaluates the feasibility of alternative solutions
- Presents a logical solution indicating evaluation of all factors
- Manages time wisely
- Considers the public perception of a solution
- Considers the impact on various stakeholders

Examples of Ineffective Performance:

- Only deals with a portion of the problem
- Jumps to conclusions without supporting evidence
- Fails to consider alternatives
- Uses little or no logic to reach conclusions
- Is unable to support decisions or conclusions with facts or logic
- Displays ineffective time management skills
- Fails to consider the public perception of a solution

STUDY SKILLS

The following section describes several study techniques that may be useful in preparing for the examination. You probably have your own method of studying and may even use a combination of the methods presented here. If you have always studied the same way, you may want to try something new. You may want to find a more effective method for studying. The methods discussed are alternatives that you can try in order to determine which method works best for you.

Concentration Techniques

You must pay attention to the material if you expect to remember it during the examination. There are several things that you can do that will help you pay attention to the material.

1. Make the material more interesting or meaningful. One way to do that is to apply the material to your own personal experiences. For example, when studying the supervisor's manual, try to relate the concepts to something you have done or something you have seen a supervisor do.
2. Eliminate distractions from your study environment. These distractions compete for your attention, interfere with your concentration, and "turn off" your memory of the material. It is difficult for people to pay attention to several things at the same time. Instead, a person usually switches back and forth, paying attention first to one thing and then to another. Unfortunately, any material that did not receive attention will not be remembered. This means that listening to the radio while you are studying, or

studying in a noisy area will leave gaps in your memory of the material you are trying to learn. Establishing a regular “place to study” may help you to focus your attention.

3. Eliminate internal distractions. Avoid trying to learn or memorize material when you are tired or hungry. Fatigue reduces the amount of material that you can remember. Both fatigue and hunger make concentration difficult. One way to avoid internal distractions is to schedule study times with regular breaks and to set realistic goals.
4. Use the check-mark technique. This technique involves keeping a separate sheet of paper beside you and marking a check on it each time your mind wanders. This makes you aware of how often you are not concentrating and forces you to keep focused. Too many checks could indicate that a different study time could allow you to concentrate better and use your time more effectively.

Reading Comprehension Techniques

1. Page-at-a-Time Method

This method involves stopping at the bottom of each page and summarizing the content in a few sentences. Ask yourself, “What did the author say on this page?” The page-at-a-time method makes you concentrate by forcing your mind to focus on the material while it is still fresh.

2. Organizational Pattern Method

This method involves determining how the author is presenting the material. Once you have identified an author’s organizational pattern, you may be able to better organize both your note taking and your thinking. There are several types of organizational patterns:

- a. Process Pattern: In this pattern, steps are presented in sequence. A police procedure, for example, would be described step-by-step.
- b. Increasing Importance Pattern: This pattern presents information from the least important to the most important.
- c. Decreasing Importance Pattern: Using this pattern, the author organizes information from the most important to the least important.
- d. Cause and Effect Pattern: With this pattern, when you identify a cause or a problem, you are prompted to look for the effect or the solution.
- e. Compare or Contrast Pattern: This pattern involves presenting similarities or differences among theories, ideas, procedures, etc.

3. Paragraph Method

This method involves stopping at the end of each paragraph and summarizing it into one sentence. Simply ask yourself, “What was this paragraph meant to convey?” This helps to ensure that you understand what you read. It will also be helpful to identify the types of sentences and paragraphs you are reading. This approach allows you to identify where the important information is in the material.

- a. Identify types of sentences by function
 - Topic sentences are controlling ideas
 - Supporting sentences explain and prove the main idea
 - Concluding sentences sum up the discussion
- b. Identify types of paragraphs.
 - Introductory paragraphs give the main idea
 - Expository paragraphs present new information
 - Transitional paragraphs tie information together
 - Summarizing paragraphs restate main ideas and draw conclusions

4. SQ3R: A method for Studying

The symbols “SQ3R” stand for SURVEY, QUESTION, READ, RECITE, and REVIEW. These five elements make up a set of study habits that almost always guarantee success.

- a. Survey: To survey is to find the limits or borders of an area. Surveying the material to be studied is the first step in the SQ3R method. This step allows you to distinguish between important information and trivial detail.

The most obvious way to survey a body of information is to scan it from start to finish. By skimming over the pages, you will get an idea of what is to come and how long it will take to cover the material. This will help you to break the assignment down into reasonable time blocks. In some of the internal sources, this type of survey is made much easier through chapter summaries and introduction paragraphs. The chapter summaries in the Arrest Search and Seizure Manual and the introductions in the Directives can give a quick overview of the important parts or pieces of the section. If you look at the section itself, you will see that it is usually broken down into smaller parts or pieces through the use of headings. Bold headings introduce big or important elements; smaller headings introduce sub areas of these important elements. These headings can provide an important road map through the section.

- b. Question: Most people need a reason to do things. The same is true for studying or reading a textbook. Try to formulate questions about the text you are about to read. Finding the answers to these questions will give more meaning to the material that you are reading. One way to develop these questions is to begin with the list of headings from the chapter outline. Write a question for each major and minor heading.
- c. Read: For most people, reading means the same thing as studying. Reading is important, but it will be done more effectively when the survey and question steps have been completed.

Material should be read in the small “chunks” that you identified in the survey stage. One section might be all of the material under a major heading. If several pages are included under a major heading, divide it up into smaller sections

separated by minor headings. Try to determine how many sections you will read in a given study session. Once you are able to answer the questions you developed in the previous step, you can move on to the next section. Be sure you understand the material in the section you are reading before you move on to the next section. A good time to take breaks is between these sections, not in the middle of them.

It is important to understand the material you are reading. One way to do this is to keep a list of all unfamiliar terms and their meanings. The quicker you get to know the meaning of all the terms, the more effective your studying will be. You might want to keep a notebook of these unfamiliar terms as well as important terms. You will find that this notebook of terms will be a big help in preparing for the closed-book examination.

To become a more active participant in the studying process, you might also want to mark or underline or highlight the text while you are reading. This will also help you to focus on the major ideas. Reviewing the material will be easier since you have already given yourself some hints and associations that will aid in later recall.

Highlight or underline key words and concepts and make notes to yourself in the margins. If you choose to use the underlining and marking method, here are a few guidelines:

- Read through the entire section once before doing any underlining or marking.
- Don't mark or underline too much; the value of the technique lies in highlighting only the most important material.
- Use ink if possible so that the underlining and notes do not disappear or become unclear in the course of studying.
- Use symbols as much as possible. For example, use "?" as a symbol for questions you have; use "*" to stand for a particularly important idea.

The act of identifying and choosing the most important material to be highlighted will make recalling this information in the chapter or section easier at a later point in time.

- d. Recite: An important step in this method is the Recite Step. Recitation will help you to remember the information that you have just read.

Recitation does not have to be out loud, but it should be formal. Don't just look over the information and say to yourself, "Now I know it." The point is that you should recite the information that you are trying to learn. This can be done in several ways. One popular method is to close the book and try to repeat what you have just read. Then check to see if you were correct. A second way is to answer questions about the material you have just read.

Reciting material with the assistance of another individual is also helpful. You can ask each other questions about portions of the material, which will make you recite the material in a very formal way. Choosing someone who is familiar with the material is not necessary. The person only has to be able to recognize that what you have said is what is written in the book or in your notes.

In order to be most effective, recitation should take place quite soon after you've first learned or read the material. This is important because the greatest amount of information is lost or forgotten right after it is first learned.

Do not try to recite too much information at once. Depending on the number of pages covered, this might be all of the information in one major heading or even one subheading. A whole chapter or section is certainly too large a unit for recitation purposes.

- e. Review: The last step of the SQ3R method is review. When you have finished studying a block of material such as a chapter or section, you should review what you have learned. This can be done through reciting or through answering specific questions. The point is that you should go back over the material once you think you have learned it.

The second form of review is done just before you begin a new study session. In this form of review, you are actually preparing yourself for new learning by strengthening previous learning. This helps to ensure that any old learning that is needed as a basis for new learning is correct and available.

The final form of review is done before a test and is most effective in a group with other test takers. This cuts down on some of the drudgery of pre-test studying and can increase the meaningfulness of the information. It is sometimes easier to remember the information if you think back to who said what and how the review conversation went.

Note-Taking Systems

1. Cornell Note-Taking System

This system involves drawing lines to leave margins of a couple of inches on the left and bottom part of the paper. The left margin is used for cue words or questions, and the bottom is used to summarize. The note taking process for this method is as follows;

- a. Record
- b. Question
- c. Recite
- d. Reflect
- e. Review
- f. Summarize

2. Questions-in-the-Margin System for Reading Source Material

- a. Survey the entire section
- b. Return to first paragraph and read to determine what is important
- c. Write a brief question about the key points in the margin
- d. Underline or highlight key words, phrases, or sentences which answer your questions

Memory Techniques

1. Distributed vs. Massed Practice

Distributed practice involves studying for short periods on many days, for example, studying for 50 minutes with a 10-minute break each hour. Multiple study sessions with breaks would be distributed throughout several weeks/months before the exam. This method reduces fatigue and boredom. Also, motivation is stronger in short blocks of time.

Massed practice involves studying for many hours on relatively few days. It is a method also called cramming. This method is generally useful for creative efforts, for example, when writing a paper.

Visualization

The left-brain is used for reading, note-taking and memorization, while the right brain is used for looking at graphs, shapes, and forms, and for visualizing and focusing on the whole. By visualizing while studying, you use both hemispheres of the brain and strengthen the ability to recall information at a later time.

A concept map or word diagram can help you to visualize material. This is an outline in a flow chart format that shows key points and how they are related. It can be used to reinforce important facts, clarify difficult passages, and organize and pull together ideas, and can be used as a review.

Tips

1. Start early.
2. Schedule regular study times.
3. Recitation and repetition are important in transferring information from short-term memory to long-term memory. More material is retained when a greater proportion of study time is spent reciting.
4. Creating associations can be useful, as you will organize related information in your memory.
5. Identify someone in the role of Sergeant or higher who could help you learn the information and discuss relevant examples that relate to the material.